By building strong, sustainable, and equitable multi-level systems of supports, Wisconsin schools and districts will help ensure the success of all students.

Districts developing and maintaining this framework with an equity lens, which aligns with the Department of Public Instruction’s mission of educational equity, will be able to provide students what they need to learn when they need it.

I encourage educators to keep striving for equity for all students, by creating safe and supportive environments.

Thank you to the Wisconsin RtI Center for supporting Wisconsin schools.

— CAROLYN STANFORD TAYLOR
WISCONSIN STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
About this report

The information in this report is organized according to the journey Wisconsin schools travel as they implement equitable, multi-level systems of supports to serve the needs of all learners.

First, we’ll look at a summary of what the Wisconsin RtI Center accomplished in 2019-20 to help schools begin implementation and the ripple effect of the center since its inception.

Next, we’ll dig deeper into why self-assessment is important and what we can learn about schools who completed a self-assessment which indicates implementation.

Finally, we’ll examine the impact that implementation has had on Wisconsin students in two different ways. One, by analysis of statistically significant student outcome data; and two, through sharing five stories from Wisconsin schools and one story about an organization who is partnering with the center in this work. These short features reveal how our state’s vision is being realized in each school’s unique environment.

Educational systems change occurs in stages

IN EDUCATION, systems change is a fundamental transformation of policies, processes, relationships, and power structures, as well as deeply held values and norms to achieve the goal of improved student outcomes for all. To measure impact on student outcomes, districts and schools need to sustain implementation of an equitable, multi-level system of supports.

Reaching the level of sustaining implementation takes a lot of time and effort. Implementation science tells us that it can take at least 3-5 years of implementation at fidelity (Fixsen, et al. 2005) to move even short term outcomes. Research shows that most schools do not abandon school-wide PBIS after they have been implementing for three full years (Nese, et al. 2016). The Wisconsin RtI Center’s focus is to move schools along this continuum.

![Stages of Change Diagram]

At this point, schools are more likely to show changes in student outcomes.


A note about COVID-19 and its impact on our work

IN MARCH 2020, all Wisconsin schools were required to close under an order issued by the Department of Health Services to combat the spread of the novel coronavirus. School administrators and teachers across the state quickly responded by shifting resources to serve their students.

We recognize this unexpected disruption has a lasting impact on the schools and districts we serve and the data we are able to collect. Specifically, we saw a reduction in the number of schools who self-assessed their system implementation. Because we study school self-assessments over multiple years, the pandemic will likely impact future reviews of data.

However, during these unprecedented times, we also saw implementing schools lean into their strong systems and processes to meet student, staff, family, and community needs. For real implementation stories from Wisconsin schools, see p. 14-18 of this report.

Professional learning offered in 2019-20

WISCONSIN SCHOOLS engage in the work of implementing equitable, multi-level systems of supports through training and assistance from the Wisconsin RtI Center.

In 2019-20, we continued offering professional learning opportunities to schools and districts. Here is a brief summary of those efforts:

- 207 schools attended professional learning in 2019-20
- 409 schools received technical assistance from the center in 2019-20
- 37 locations hosted professional learning in 2019-20
- 168 districts received district-focused technical assistance in 2019-20
- 16 schools attended an entire training series in 2019-20
- 16 locations hosted professional learning in 2019-20
- 168 districts received district-focused technical assistance in 2019-20

During a global pandemic, schooling may look remarkably different. Evidence-based frameworks provide a critical foundation to meet the needs of students, families, and educators in this new context, but only when implemented with fidelity. This is why it is critical to evaluate the fidelity of implementation to support and guide decision-making.

– National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
Measuring implementation in 2019-20

 HOW DO SCHOOLS determine where they are in the journey of implementing an equitable, multi-level system of supports? While no single assessment measures all key system features, schools and districts can obtain a complete picture of implementation by using a combination of assessments.

Academic assessments used include the School-wide Implementation Review (SIR) or the All-Staff Perception Survey. Behavior (PBIS) assessments used include the Benchmarks of Quality (BoQ), the Tiered Fidelity Inventory (TFI), the Self-Assessment Survey (SAS), the Benchmarks for Advanced Tiers (BAT), or the Monitoring Advanced Tiers Tool (MATT).

<table>
<thead>
<tr>
<th>Content area</th>
<th>Number of schools assessing</th>
<th>Number of schools at fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior (PBIS tier 1)</td>
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<td>528</td>
</tr>
<tr>
<td>Behavior (PBIS tier 2)</td>
<td>254</td>
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</tr>
<tr>
<td>Behavior (PBIS tier 3)</td>
<td>82</td>
<td>54</td>
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<tr>
<td>Mathematics (all levels)</td>
<td>166</td>
<td>106</td>
</tr>
<tr>
<td>Reading (all levels)</td>
<td>203</td>
<td>124</td>
</tr>
</tbody>
</table>

Half of all schools in Wisconsin have reached fidelity or full implementation.

Since 2009

SCHOOLS THROUGHOUT Wisconsin have been regularly using self-assessment tools to measure their implementation progress and to identify areas of growth for their equitable, multi-level systems of supports. The ultimate goal is to reach fidelity or full implementation.

- Schools at fidelity or full implementation assessing at any one level
- Schools that have self-assessed to measure implementation
- Schools that have completed a full training in behavior, reading and/or mathematics
- Schools that have participated in professional learning offered by the center

Measuring implementation in 2019-20

181 schools assessed in both academic and behavior areas in 2019-20

109 schools reached fidelity in behavior AND full implementation in an academic content area in 2019-20

Fidelity = when schools accurately and consistently implement their multi-level systems of supports as designed and achieve their intended results. Some academic assessments refer to this as full implementation.
SELF-ASSESSMENT is crucial for schools to identify their areas of strength and uncover areas for improvement. Regular reflection and self-assessment help schools celebrate their progress and prioritize their plans for improvement.

**Why is continual assessment important?**

Schools that assess and self-reflect on their changes over time are better able to replicate and improve effective and efficient practices throughout the building. Plus, research shows that continual assessment is a key to sustaining high levels of implementation.

**KEY**
- Trained and regularly assessing over the past three years
- Trained, but not regularly assessing over the past three years

356 trained schools have assessed at the tier 1/universal level in behavior, mathematics, or reading for the last three years (2017-18 to 2019-20).
THE SCHOOL-WIDE Implementation Review (SIR) measures domains that are critical to both school culture and implementation that supports all students: culturally responsive practices, family engagement, and leadership and organizational structures. This graph shows that average level of implementation tends to improve for Wisconsin schools with each additional year they assess their implementation on the SIR.

CULTURALLY RESPONSIVE PRACTICES include how a school’s programs, practices, procedures, and policies account for and adapt to the broad diversity of student race, language, and culture.

FAMILY ENGAGEMENT is essential to student success. Schools and districts must reach out to families in meaningful ways and engage them in decision-making.

LEADERSHIP AND ORGANIZATIONAL STRUCTURES are important to strong implementation of equitable, multi-level systems of supports because leaders drive implementation.

Sustaining for three years

POSITIVE STUDENT outcomes are generally realized when a school sustains full implementation or fidelity for at least three years.

SUSTAINABILITY = Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009).

### NUMBER OF SCHOOLS’ WHO SUSTAINED THEIR IMPLEMENTATION FOR THE LAST THREE YEARS (2017-18, 2018-19, 2019-20)

<table>
<thead>
<tr>
<th>Content area</th>
<th>Number of schools assessing</th>
<th>Number of schools at fidelity* during this same time period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior (PBIS)</td>
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<td>234</td>
</tr>
<tr>
<td>Mathematics</td>
<td>80</td>
<td>56</td>
</tr>
<tr>
<td>Reading</td>
<td>91</td>
<td>66</td>
</tr>
<tr>
<td>More than one area</td>
<td>356</td>
<td>268**</td>
</tr>
</tbody>
</table>

*Only schools trained by Wisconsin RtI Center are included in these totals
*At tier 1/universal level only
**At fidelity in at least one content area
What data have we examined?

Just as no single assessment can measure implementation of an integrated system, there is no single type of data that we use to measure the impact of an equitable, multi-level system of supports on students.

Over the years, we have examined many different types of school systems data, including:

- Attendance data
- Benchmark data, for example, Measures of Academic Progress (MAP)
- Wisconsin Forward Exam
- Suspensions
- Office discipline referrals (ODRs)
- School report cards from the Wisconsin Department of Public Instruction
- Academic and Career Planning (ACP)
- Special education enrollment and dismissal data
- ACT scores
- Risk ratios

We have studied the impact on students overall and on specific student groups, including:

- Students with individualized education plans (IEPs)
- English learners
- Race/ethnicity
- Grade level

Understanding these terms will help you understand the data

FIDELITY = when schools accurately and consistently implement supports as designed and those supports achieve their intended results

HIGH-IMPLEMENTING SCHOOL = a school implementing an equitable, multi-level system of supports with fidelity

SUSTAINING SCHOOL = a school implementing an equitable, multi-level system of supports with fidelity for 3 or more consecutive years

We’re looking at significance data.

What does this mean? The outcome or difference is not likely due to chance. We can be more confident that the outcomes are related to high implementation of an equitable, multi-level system of supports. With trend data, we can speculate about impact, but this lacks objectivity.
Taking a closer look at school report cards

We looked at the ELA achievement score for schools who were sustaining their universal level of PBIS, reading and/or math at fidelity.

71% of schools increased their ELA achievement score on their state report card (after 3 years of sustaining at fidelity at the universal level).*

Schools sustaining at the universal level for three or more years see a statistically significant increase in average ELA achievement scores.

On the report card, student skills are classified according to four performance levels (below basic, basic, proficient, and advanced).

For ALL STUDENTS OVERALL, sustaining schools, on average, saw:
- a decrease in the percentage of students scoring below basic
- an increase in the percentage of students scoring at proficient
- An increase in the percentage of students scoring advanced

For HISPANIC STUDENTS, sustaining schools, on average, saw:
- a decrease in the percentage of students scoring below basic
- an increase in the percentage of students scoring at proficient

For STUDENTS WITH IEPs, sustaining schools, on average, saw:
- a decrease in the percentage of students scoring below basic

* This data point is trend data, not significance data.
Why are suspensions important?

Research shows that suspensions have a long-term impact on those who receive them. Reductions in suspensions are related to long-term effects on factors such as reduced dropouts, increased workforce productivity, and improved health (Rosenbaum, 2018; Rumberger, 2016).

Twelve years after being suspended for the first time, youth were:

- **24%** less likely to have earned a bachelor's degree than similar non-suspended youth
- **51%** more likely to have been arrested two or more times than similar non-suspended youth
- **29%** more likely to have been in prison than similar non-suspended youth

(Rosenbaum, 2018)

The study matched students on up to 60 variables to ensure those other variables did not influence the differences in outcomes, and to increase confidence in the likelihood that being suspended was the impacting factor on these outcome differences.

What effect does sustained implementation have on suspensions?

In our annual reports from the last three years, we analyzed suspension rate trends over time to see the effect of sustained implementation of equitable, multi-level systems of support on suspensions. We examined suspensions over a three-year period again this year and our findings remain consistent.

In summary, we see:

- Statistically significant **DECREASE** in overall suspension rate.
- Statistically significant **DECREASE** in the suspension rate gap between Black and White students.

Results vary for other student groups.
Does a suspended student's continued attendance at a sustaining school significantly impact the number of suspensions over time?

This year, we were able to look at student-level data. We studied students who had at least one suspension. We wanted to see if continued attendance at a high-implementing (fidelity) school impacted the number of suspensions a suspended student would receive. The findings are encouraging. Suspended students who receive their education at a school implementing PBIS or reading (tier 1) with fidelity DO continue to show reduced suspensions with each additional year of attending a high-implementing school.

With each additional year of attendance at a PBIS tier 1 high-implementing school, a suspended student’s number of suspensions continued to decrease.

After two years of continued attendance at a reading tier 1 high-implementing school, a suspended student’s number of suspensions continued to decrease.
Impacting on students

Do students in the lowest 5% on the Forward English Language Arts (ELA) Exam show statistically significant improvements in outcomes when attending a high-implementing school for 3 or more years?

Eighty percent of students who scored in the lowest five percent on the Forward ELA Exam in 2015-16 improved after attending a high-implementing school for the next three years.

Equity is looking at more than averages

Every learner is important. With equitable access to a great education, we believe that every child will learn and be successful. To gain a complete and accurate picture of the work that is happening in our state, we need to examine how high-implementing schools are impacting our most underserved learners.

“We need to look at who is underserved and how we are closing opportunity gaps for the underserved.”

– Dr. Sharroky Hollie
State Superintendents’ Conference, Nov. 2019

We followed the same students over time. Each figure represents one student.

80% of students who scored in the lowest 5% on the Forward ELA Exam were no longer in the lowest 5% after 3 years of attending a high-implementing (fidelity) school.
Taking a closer look at Black and Hispanic students in the lowest 5% on the Forward English Language Arts (ELA) Exam

What impact does a high-implementing school have on students of color who scored in the lowest five percent on the Forward ELA Exam? We see promising improvements for both Black and Hispanic students.

85% of the Black students who scored in the lowest 5% on the Forward ELA Exam were no longer in the lowest 5% after 3 years of attending a high-implementing (fidelity) school.

61% of the Hispanic students who scored in the lowest 5% on the Forward ELA Exam were no longer in the lowest 5% after 3 years of attending a high-implementing (fidelity) school.
NORTH CRAWFORD ELEMENTARY’s implementation journey is a familiar one to small Wisconsin schools. They began by creating a PBIS team and embedded school-wide expectations into their building. The team was surprised by the impact. “We were just blown away at how fast and how quickly we saw the results and the improvement and the positive culture that it created,” said Becky Molledahl, first grade teacher and PBIS coach.

The positive culture was felt by students, but also by teachers. Having the support of colleagues to solve problems was valuable and increased staff confidence in what they can do to support students, said Molledahl. The number of office discipline referrals decreased as teachers felt more empowered to work with student behaviors in their classrooms.

When Amanda Killeen became principal two years ago, she immediately recognized the power of the school’s PBIS supports and the efforts from the staff that made that possible. “Our strong teacher leadership is one of my favorite parts about our school,” said Killeen. “We needed to set up some formal systems to have a teacher-leadership voice within our school decision making,” she said. In addition to their existing PBIS team, the school created a leadership team with a mix of teachers across grade levels and experience.

The leadership team took the knowledge gained from the setup of PBIS as they began to integrate their academic supports and interventions into a multi-level system. “We’re trying not to put kids into categories, but looking at how the whole system can support a student,” Cara Wood, director of student services, said.

This approach provided an opportunity to focus on refining math instruction. Looking at their Forward and Star data, the team identified areas to grow student skills. “One of the biggest things we realized was that so many of our kids were qualifying for math interventions,” Killeen said. North Crawford knew that this was a sign that their universal math instruction needed adjustment. With the help of a grant from the Wisconsin Department of Public Instruction, teachers received professional training in the curriculum.

Because of the schools’ collaborative problem-solving approach, students with individualized education plans (IEPs) also benefited from the strengthened system. With improved collaboration between general education and special education, more students are moving towards proficiency.

The support from administration has given teachers a lot of strategies to fill their toolboxes and in turn, staff is empowered and united to do their best for students. “We are all in this together,” Molledahl said.
THE LEADERS OF WEDGEWOOD PARK International School have a strong belief in creating access for all. “Every student who walks in this building has the opportunity to embrace an International Baccalaureate® education,” Principal Elhadji Ndaw said. Part of the Milwaukee Public School system, Wedgewood Park serves students in sixth, seventh, and eighth grades.

In order to ensure access, Wedgewood Park focused on two things, improving attendance and creating relationships with students. Recognizing the value of having students present for instruction, Wedgewood Park launched a campaign to boost attendance, which included incentives for students.

Reflecting on their student and system data, the team recognized the need to improve relationships with students. In response, Wedgewood Park staff increased the use of Check-In Check-Out (CICO). Through the use of this evidence-based practice, student and teacher relationships improved and staff observed improvements in attendance. In the 2019-20 school year, Wedgewood saw their truancy rate decline from 27.3% to 16.8%.

Staff at Wedgewood Park disaggregated their Forward Exam data to identify which learners may be underserved. Through this examination, the staff noticed that the school was struggling with key ideas and details standards in English language arts. Wedgewood Park leadership provided staff with deep professional learning around the standards and identified activities they could do to improve in this area. This led to the creation of Wisdom Wednesdays, where the entire staff provides extended learning opportunities for students. Staff improved their own practice by creating questions for students that were intentionally designed to increase students’ skills as measured on the Forward Exam in math and reading.

“If the leaders have a lot in their toolbox, they can impact change.”

– Elhadji Ndaw, principal

The school’s leadership team also challenged staff to think about inequities in their system. Through the use of a book study and ongoing professional development, staff began to be more aware of students with the greatest needs. Principal Ndaw stresses the importance of supporting teachers in their own skill development. “If the leaders have a lot in their toolbox, they can impact change,” he said.
WEBSTER STANLEY ELEMENTARY School in Oshkosh had been implementing PBIS for nearly a decade when staff felt like they were not holding to fidelity of implementation. To give their system the needed boost, the leadership team recommitted to quality data collection and processes. “This has been a huge game changer for us,” School Counselor Brian Casey said.

The leadership team was excited to confirm that they were meeting the needs of a large portion of their students at the universal level. However, the deep look at their data also uncovered some areas for improvement. “That’s when we realized how far we still had to go,” Principal Beth Galeazzi said. The team recognized that they had an under-served and marginalized student population who were receiving an uneven percentage of referrals and who had lower than average academic growth.

Equity work became a strong focus for the staff of Webster Stanley. The leadership team attended Building Culturally Responsive Systems training from the Wisconsin RtI Center. Professional learning opportunities were then provided to all staff around the history of marginalization. The staff began learning how to recognize their own implicit bias and its impact on students.

The school made changes that had a direct impact on students. Ten minutes was added to classroom morning meetups to allow time for a daily affirmation and culturally responsive reading. Teachers also developed a curriculum around children’s literature to highlight historically marginalized populations.

The school attended professional development around cultural relevance and literacy, culminating in the hosting of a Read Your Heart Out event to build positive family, community, and school relationships. This program helped staff members to see that we’re doing the right work, said Galeazzi. “It just validated each student for who they are.”

“Read Your Heart Out validated each student for who they are.”

– Elizabeth Galeazzi, principal

Webster Stanley saw improvement in their office discipline referrals. In 2019-20, 93% of all students had one or fewer referrals, compared to 86% in the previous year. The school also saw progress for marginalized students. In 2018-19, 79% of African American students had one or fewer referrals. The next year, that decreased to 70% of African American students. The principal is quick to credit her dedicated staff for their efforts, saying that these changes were led by a strong, volunteer team of teachers. The team’s beliefs are shared by all staff and each person recognizes how their role contributes to the success of the entire system at Webster Stanley.

“We are all reflecting on the things that we’re doing and the impact that it has on our students,” Amber Zernzach, instructional support coach for literacy, said.
GRANTSBURG ELEMENTARY is a small, rural grade school—one might ask why they would need to examine their system...after all, they’re small enough to know all students and teachers in their building. But Principal Elizabeth Olson and her staff want to make sure that they continue to deliver the highest quality education services that they can. For them, the best way to do this is to stay focused on their continuous improvement process. “We’ve never been complacent. There’s always something we know that we can improve,” Patricia Bergman, reading specialist, said.

“There's always something we know that we can improve.”

– Patricia Bergman, reading specialist

To help them keep track of their progress and stay focused on their goals, the leadership team uses the data inquiry journal from the Wisconsin Department of Public Instruction. “This just really helped us clarify where we were going and how we needed to move forward and act on things,” Olson said.

The leadership team meets weekly and uses data to progress monitor student growth and understanding. Students are able to receive needed supports without delay as they navigate through their learning.

Grantsburg’s focus on continuous improvement has very naturally led to a strong universal level of support. The team developed consistent, clear expectations and made sure staff understood the process. The result is a guaranteed curriculum for their learners with a vertically aligned foundational skill scope and sequence. “We’re not relying on incidental learning,” said Billie Rengo, reading interventionist. “We’re explicitly teaching those skills.”

The team has a continual drive to increase the number of students who meet standards. Most recently, the target was oral reading fluency skills for their second grade students. Working collaboratively, they implemented an evidence-based intervention for students who needed support beyond the universal level. After one trimester of work, 15% of students in this group were proficient in oral reading. This number rose sharply by the end of the second trimester to 62%.

Additionally, Principal Olson and her team are working hard to help staff understand what it means to answer the critical Professional Learning Community (PLC) questions. Staff have identified what students need to know and created the common assessments. Now, the team is focusing on what staff will do when students don’t know the subject matter. “We have spent a lot of time and energy on how to utilize our professional learning communities to the fullest,” Olson said.

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<thead>
<tr>
<th>Content area</th>
<th>Stage of implementation</th>
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<tbody>
<tr>
<td>Behavior</td>
<td>Assessing in tier 1 behavior since 2017-18</td>
</tr>
<tr>
<td></td>
<td>Assessing in tier 2 behavior since 2019-20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Assessing since 2017-18</td>
</tr>
<tr>
<td>Reading</td>
<td>Assessing since 2017-18</td>
</tr>
</tbody>
</table>

PERCENT OF STUDENTS WHO WERE PROFICIENT IN ORAL READING SKILLS (AFTER RECEIVING SELECTED-LEVEL SUPPORTS)

- End of first trimester: 15%
- End of second trimester: 62%
AS JULY TURNED TO AUGUST, the leadership team at Crandon Elementary was working on plans for the start of the new school year. “We know so many of our students have had a very difficult time during this time,” Principal Tina Strong said. To make the return transition easier for students, the staff is leaning into their strong system.

Tremendous effort has gone into the creation and maintenance of their system. School Counselor Becca Gerow remembers the beginning of their journey. It went from a few people trying to sustain a system, to using different teams that work well together, she said. “We feel collaboration is definitely one of our strengths,” Gerow said.

Crandon Elementary has three core teams: the universal systems team that focuses on PBIS implementation, the building leadership team that focuses on effective academic instruction, and a team which focuses on engaging families in authentic ways. Crandon uses cascading teams structures to ensure communication among and between these teams and grade-level professional learning communities. Through this structure, the universal team recognized that the school was over-identifying students for interventions. To address this, Crandon set about improving universal instruction to ensure that all students receive a high-quality learning experience.

The school clearly defined non-negotiable expectations for each content area (behavior, mathematics, and English language arts). The staff identified best practices and used them to create flow charts to provide guidance on next steps if students need additional support in meeting learning targets. This strengthening of their universal instruction led to increased proficiency in mathematics as measured by the Forward Exam.

Crandon’s data was also indicating that a large portion of their students have experienced trauma. The staff, feeling an added responsibility to make sure their students’ needs are met, began integrating social-emotional learning competencies into their instruction and supports.

The collaboration extends beyond school walls too. “We have been getting medical professionals involved,” Gerow said. Counselors or pediatricians join meetings as appropriate.

Going forward, the team is focused on re-establishing a district team for sustained implementation. “We all need to improve and we’re not perfect in every area,” Strong said. “I just want to be here in the fall with all of our students.”

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<thead>
<tr>
<th>Content area</th>
<th>Stage of implementation</th>
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<tbody>
<tr>
<td>Behavior</td>
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<td>Assessing in tier 2 behavior since 2015-16</td>
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<td>Mathematics</td>
<td>Assessing since 2011-12</td>
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<tr>
<td>Reading</td>
<td>Assessing since 2017-18</td>
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</table>

Crandon students who scored proficient or advanced in mathematics:

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
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<td>2016-17</td>
<td>28.0%</td>
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<tr>
<td>2017-18</td>
<td>31.7%</td>
</tr>
<tr>
<td>2018-19</td>
<td>33.5%</td>
</tr>
</tbody>
</table>
RELATIONSHIPS SUPPORT CHANGE. In the case of Cooperative Educational Service Agency (CESA) 12, the relationships the team has with their board and the districts they serve are key to helping students succeed. Agency Administrator Ken Kasinski describes their philosophy about being a CESA: “It’s to work cooperatively to improve instruction for all students.”

Two years ago, CESA 12 began looking at their own agency as a system. “We made an agency decision to really embrace the key features of an equitable, multi-level system of supports and model those and promote those in several different ways,” said Jen Ledin, director of the Center for Special Education and Pupil Services. The staff used Wisconsin’s Framework For Equitable Multi-Level Systems of Supports document from the Wisconsin Department of Public Instruction to guide their examination. In a series of monthly meetings, each staff member examined their individual roles through the lens of a key system feature. These reflections contributed to rich conversations around how CESA 12 could meet district needs around each of the features.

CESA 12 staff weren’t alone in this process. “We were very intentional about making sure that our board of control and school boards understand the key features,” Kasinski said. He believes that if the board values the key features, they will make them a district priority. “And then, you’re ensuring that your superintendent, your principal, your curriculum director, and accordingly, your teachers know that this is an effort that is being supported at all levels,” Kasinski added.

“We said to our superintendents: ‘Your data is our data.’”

— Ken Kasinski, agency administrator

To this end, CESA 12 aligned their service delivery catalog to the framework’s key features. Each time a professional learning opportunity is delivered, common slides remind participants how the professional learning connects to the framework. Technical assistance networking provides ample opportunities for conversations between consultants and school and district personnel. “It’s been a process to truly build an understanding with all of our district administrators and leaders around the key features so they can start to see how purchasing services through CESA can support their goals,” Amanda Trautt, educational consultant, said.

CESA 12 has a vested interest in the success of the districts they serve. “One of the things that we said to our superintendents is, ‘Your data is our data,’” Kasinski said. “We have to look at it as a CESA from a professional learning standpoint and say, ‘What do we need to do to serve you better?’” he added. For the second straight year, the agency has set an annual goal to increase the use of implementation assessment tools.

The organization believes their continuous improvement efforts will keep showing progress. “Adult behaviors improve student outcomes,” Ledin said. “We need to lean into that.”
The Wisconsin RtI Center State Leadership Team’s culturally responsive practices work group, in collaboration with statewide partners, released *The Culturally Responsive Resource Map Guide*. The document provides a list of recommended articles, research, activities, programs, videos, and books. These resources can be used to learn more about culturally responsive practices.

Positive feedback is under-used, especially in high schools, yet studies have shown that specific, positive feedback is a critical part of a high school’s acknowledgement system. The center’s *Using Specific, Positive Feedback in High Schools* brief provides more detail about this evidence-based practice and includes a sampling of thoughts from Wisconsin teachers and students.

The center hosted the annual PBIS Leadership Conference. For the first time, the entire conference was a virtual experience. Sessions were centered around equity practices. More than 800 people attended sessions over three days. Sixty-one percent were first time attendees at the conference.

Participants left the conference feeling energized and prepared for the school year. They reported that the content was relevant and the professional learning was high quality, organized, and engaging. The conference featured two keynotes by national presenters, 19 live sessions, and four on-demand sessions.

The Wisconsin RtI Center and the Wisconsin Department of Public Instruction established a professional learning network to build the capacity of individuals who work with English learners and multi-lingual learners. In partnership with CESA 7 and CESA 11, eight sessions were held virtually during the 2019-20 school year (four sessions for classroom teachers and four sessions for school leadership roles). The sessions provided participants with current resources and evidence-based practices. The 50 attendees came from a wide range of school districts and roles.
DURING 2019-2020, the Wisconsin RtI Center collaborated and partnered with many organizations to work toward fulfilling our mission and vision:

- Association of Wisconsin School Administrators (AWSA)
- Cooperative Educational Service Agencies (CESAs), including their directors and staff
- CESA Statewide Network (CSN)
- CESA’s Technical Assistance (TA) Network for Improvement
- Disproportionality Technical Assistance Network (The Network)
- Midwest and Plains Equity Assistance Center (MAP)
- Multiple divisions and teams at the Wisconsin Department of Public Instruction
- Multiple institutes of higher education in the state
- Numerous districts and schools across the state including learning sites and partners for presentations
- OSEP National PBIS Technical Assistance Center
- Regional Service Network (RSN)
- State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center
- Wisconsin Association for Supervision of Curriculum Development (WASCD)
- Wisconsin Association of Talented and Gifted (WATG)
- Wisconsin Association of School District Administrators (WASDA)
- Wisconsin Council of Administrators of Special Services (WCASS)
- Wisconsin Department of Public Instruction WISExplore project
- Wisconsin Education Association Council (WEAC)
- Wisconsin Family Assistance Center for Education, Training and Support (FACETS)
- Wisconsin Pyramid Model for Social and Emotional Competence
- Wisconsin Rural Schools Alliance (WiRSA)
- Wisconsin Safe and Healthy Schools Center (WISH)
- Wisconsin School Psychologist Association (WSPA)
- Wisconsin State Reading Association (WSRA)
- Wisconsin Statewide Parent-Educator Initiative (WSPEI)